# Department Curriculum Map

| **Department** | Geography |
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Skills required:

**Graphical skills to:**
- select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs, and population pyramids
- suggest an appropriate form of graphical representation for the data provided
- complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines
- use and understand gradient, contour and value on isoline maps
- plot information on graphs when axes and scales are provided
- interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.

**Statistical skills to:**
- use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
- calculate percentage increase or decrease and understand the use of percentiles
- describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends
- be able to identify weaknesses in selective statistical presentation of data

**Cartographic skills relating to a variety of maps at different scales.**
**Atlas maps:**
- use and understand coordinates – latitude and longitude
- recognise and describe distributions and patterns of both human and physical features
- maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, e.g. population distribution, population movements, transport networks, settlement layout, relief and drainage
- analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.

**GCSE Assessment Criteria**

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).

AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s).

**Quality of Written Communication (QWC)** will be assessed in all questions that require extended writing and in all units. Students **MUST:**
- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

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| **Year 11 Skills covered** | **Formulate enquiry and argument**<br>• identify basic landscape features and describe their characteristics from map evidence<br>• identify major relief features on maps and relate cross-sectional drawings to relief features<br>• draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, | **Cartographic skills relating to a variety of maps at different scales.**<br>Atlas maps:<br>• use and understand coordinates – latitude and longitude<br>• recognise and describe distributions and patterns of both human and physical features<br>• maps based on global and other scales may be used and students may be asked to identify | **Statistical skills to:**<br>• use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)<br>• calculate percentage increase or decrease and understand the use of percentiles<br>• describe relationships in bivariate data: sketch trend lines through scatter | **Formulate enquiry and argument**<br>• identify questions and sequences of enquiry<br>• write descriptively, analytically and critically<br>• communicate their ideas effectively<br>• develop an extended written argument<br>• draw well-evidenced and informed conclusions about geographical questions and issues. | **Use of qualitative and quantitative data** from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.<br>Examples of types of data:<br>• maps<br>• fieldwork data<br>• geo-spatial data presented in a geographical information system (GIS) framework<br>• satellite imagery<br>• written and digital sources | | |

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| | <ul><li>settlement, communication and land-use</li><li>interpret cross sections and transects of physical and human landscapes</li><li>describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes</li><li>infer human activity from map evidence, including tourism.</li></ul> | <ul><li>and describe significant features of the physical and human landscape on them, e.g.</li><li>population distribution, population movements, transport networks, settlement layout, relief and drainage</li><li>analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.</li></ul> | plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends<br><br>• be able to identify weaknesses in selective statistical presentation of data | | <ul><li>visual and graphical sources</li><li>• numerical and statistical information.</li></ul> | |
| **Theme/ Focus/ Content** | <ul><li>The challenge of natural hazards</li><li>Tectonic hazards</li><li>Tropical storms</li></ul> | The living world:<br><br><ul><li>Global atmospheric circulation</li><li>Distribution of large scale biomes</li><li>Tropical rainforest</li><li>Hot deserts or Cold environments</li></ul> | <ul><li>The living world</li><li>Urban Issues and challenges</li><li>World population growth</li><li>Urbanisation</li></ul> | <ul><li>Case study of a major city in a LIC or NEE</li><li>The changing economic world</li><li>Global variations in economic development</li><li>Strategies for reducing the development gap</li></ul> | • The changing economic world<br>• DME work post pre-release<br>• Revision | |

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| **Year 10 Skills covered** | **Cartographic skills** <br>• identify basic landscape features and describe their characteristics from map evidence <br>• identify major relief features on maps and relate cross-sectional drawings to relief features <br>• draw inferences about the physical and human landscape by interpretation of map evidence, <br>• including patterns of relief, drainage, settlement, communication and land-use | • Apply geographical knowledge, understanding, skills and approaches appropriately and <br>• creatively to real world contexts, including fieldwork, and to contemporary situations and <br>• issues; <br>• draw sketches from photographs, label and annotate diagrams, maps, graphs, sketches and photographs. | • Develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography). <br>• • describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs | Maps in association with photographs: <br>• be able to compare maps <br>• sketch maps: draw, label, understand and interpret <br>• • photographs: use and interpret ground, aerial and satellite photographs | Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. <br>Examples of types of data: <br>• maps <br>• fieldwork data <br>• geo-spatial data presented in a geographical information system (GIS) framework <br>• satellite imagery <br>• written and digital sources <br>• visual and graphical sources <br>• • numerical and statistical information. | • describe the physical features as they are shown on large scale maps of two of the following <br>• landscapes – coastlines, fluvial and glacial landscapes <br>• • infer human activity from map evidence, including tourism. | |
| **Theme/ Focus/ Content** | The challenge of natural hazards <br>• Introduction to natural hazards | • Physical landscapes of the UK | • Case study of a major city in the UK <br>• Urban sustainability | • Fieldwork - planning, preparation, visit and write-up | • Fieldwork - planning, preparation, visit and write-up | • Overview of resources in relation to the UK - Food, Water, Energy | |

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| | • Extreme weather in the UK<br>• Climate change | • Overview of UK's physical landscape<br>• o Study of TWO distinctive landscapes in the United Kingdom – from Coastal landscapes, River landscapes, Glacial landscapes. | • Features of sustainable urban living<br>• An example of an urban transport strategy<br>• Fieldwork - planning and preparation | • Changing economic world<br>• Economic futures in the UK<br>• The challenge of resource management | • Changing economic world<br>• Economic futures in the UK<br>• The challenge of resource management | • Challenge of resource management on a global scale<br>• Global insecurity and conflict<br>• oStrategies for increasing supply of food or water or energy | |
| Year 9<br>Skills covered | **Cartographic skills**<br>• interpret cross sections and transects of physical and human landscapes<br>• describe the physical features as they are shown on large scale maps of two of the following<br>• landscapes – coastlines, fluvial and glacial landscapes<br>• infer human activity from map evidence, including tourism. | **Statistical skills** to:<br>• use appropriate measures of central tendency, spread and cumulative frequency (median,<br>• mean, range, quartiles and inter-quartile range, mode and modal class)<br>• calculate percentage increase or decrease and understand the use of percentiles | **The Bigger Picture**<br>Develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.<br><br>**Statistical skills to:**<br>• use appropriate measures of central tendency, spread and cumulative frequency (median, | **The Bigger Picture**<br>Develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.<br><br>**Cartographic skills**<br>• interpret cross sections and transects of physical and human landscapes<br>• describe the physical features as they are shown on large scale | **Formulate enquiry and argument**<br>• communicate their ideas effectively<br>• develop an extended written argument<br>• •draw well-evidenced and informed conclusions about geographical questions and issues. | **Formulate enquiry and argument**<br>• communicate their ideas effectively<br>• develop an extended written argument<br>• draw well-evidenced and informed conclusions about geographical questions and issues. | |

| | | | mean, range, quartiles and inter-quartile range, mode and modal class) calculate percentage increase or decrease and understand the use of percentiles | maps of two of the following landscapes – coastlines, fluvial and glacial landscapes infer human activity from map evidence, including tourism. | | | |
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| **Theme/Focus / Content** | **Focus question: How problematic are tectonic hazards?** Our Planet Moving plates Locating hazards Plate boundaries Earthquakes The Richter Scale Earthquake effects Real life example – Nepal Tsunamis The Impossible | **Why do people choose to live near a tectonic hazard?** How volcanoes are formed Volcano source analysis Montserrat Decision making Montserrat Why live near a tectonic hazard? The pros and cons of volcanoes. | **Focus question: What is going on around me?** Smuggling Diamond formation A Diamond's journey Quality of Life in Sierra Leone | **How can my actions affect others?** Using media to investigate geographical issues (Blood Diamonds) Child Soldiers The Kimberley Process The fight continues (Coltan) | **Focus question: Why aren't all countries equal?** Introduction to development The development gap Development indicators How did the gap grow? Aid Real life example – water aid | **How can we make the world a fairer place to live?** TNCs Where does my iPhone come from? Why is Rosa doing Annie's job? Behind the swoosh Decision making improving sweatshops Making trade fair Example of fair trade Promoting fair trade Globalisation – good or bad? | |
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| **Year 8** | **Cartographic skills** • interpret cross sections and transects of physical and human landscapes | **Statistical skills** to: • use appropriate measures of central tendency, spread and cumulative | **Statistical skills to:** • use appropriate measures of central tendency, spread and cumulative | **Cartographic skills** • interpret cross sections and transects of physical and human landscapes • describe the physical features | **Formulate enquiry and argument** • communicate their ideas effectively • develop an extended written argument | **Formulate enquiry and argument** • communicate their ideas effectively • develop an extended written argument | |

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| | • describe the physical features as they are shown on large scale maps of two of the following<br>• landscapes – coastlines, fluvial and glacial landscapes<br>• infer human activity from map evidence, including tourism. | frequency (median,<br>• mean, range, quartiles and inter-quartile range, mode and modal class)<br>• calculate percentage increase or decrease and understand the use of percentiles | frequency (median,<br>• mean, range, quartiles and inter-quartile range, mode and modal class)<br>• calculate percentage increase or decrease and understand the use of percentiles | as they are shown on large scale maps of two of the following<br>• landscapes – coastlines, fluvial and glacial landscapes<br>• infer human activity from map evidence, including tourism. | • draw well-evidenced and informed conclusions about geographical questions and issues. | • draw well-evidenced and informed conclusions about geographical questions and issues. | |
| Theme/Focus / Content | **Focus question:**<br>**What is a Natural Resource?**<br>Natural Resources<br>Non-renewable energy<br>Renewable energy<br>Non-renewable Vs renewable energy | **What is Climate change?**<br>Hathaway Mystery<br>Causes of climate change<br>Carbon footprints<br>Global warming<br>How will it shape my future?<br>Global impacts of climate change<br>Real life example – UK<br>The media and climate change | **Focus question:**<br>**Why is our world so different?**<br>Weather Vs Climate<br>Climate zones<br>Laws of climate<br>Cold climate<br>Glaciers | **How does life survive the extreme?**<br>Life at the extreme<br>Adaption<br>Tourism<br>Exploiting cold climates<br><br>Real life example - Svalbard<br>Protecting cold climates<br>The future | **Focus question:**<br>**How do rainforests work?**<br>Locating Rainforests<br>Climate<br>Structure and vegetation<br>Adaption<br>How the rainforest works - Nutrient and water cycle?<br>Causes of deforestation<br>Culprits of deforestation<br>Effects of deforestation | **THE AMAZON RAINFOREST**<br>Sustainable deforestation<br>**Does different mean worse?**<br>People of the Jungle<br>Human Planet | |
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| **Year 7**<br><br>**Skills covered** | **Cartographic skills**<br>• interpret cross sections and transects of | **Statistical skills:**<br>• use appropriate measures of central tendency, spread and | **Statistical skills to**:<br>• use appropriate measures of central tendency, spread and | **Cartographic skills** •<br>interpret cross sections and transects of physical and human landscapes | **Formulate enquiry and argument**<br>• communicate their ideas effectively | **Formulate enquiry and argument**<br>• communicate their ideas effectively | |

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| | physical and human landscapes<br>• describe the physical features as they are shown on large scale maps of two of the following<br>• landscapes – coastlines, fluvial and glacial landscapes<br>• infer human activity from map evidence, including tourism. | cumulative frequency (median,<br>• mean, range, quartiles and inter-quartile range, mode and modal class)<br>• calculate percentage increase or decrease and understand the use of percentiles | cumulative frequency (median,<br>• mean, range, quartiles and inter-quartile range, mode and modal class)<br>• calculate percentage increase or decrease and understand the use of percentiles | • describe the physical features as they are shown on large scale maps of two of the following<br>• landscapes – coastlines, fluvial and glacial landscapes<br>• infer human activity from map evidence, including tourism. | • develop an extended written argument<br>• draw well-evidenced and informed conclusions about geographical questions and issues. | • develop an extended written argument<br>• draw well-evidenced and informed conclusions about geographical questions and issues. | |
| **Theme/ Focus/ Content** | **Focus question: What is Geography?**<br>Introduction to Geography<br>Continents and Oceans (lower ability only)<br>Human, Physical and environmental geography<br>Human features<br>Physical features | **How do I read and understand maps?**<br>Direction (Lower ability) Longitude and Latitude (higher ability)<br>Types of maps<br>4 and 6 Figure grid references<br>Map symbols<br>Scale and distance<br>Contour lines | **Focus question: How do Rivers flow?**<br>Drainage Basins<br>Journey of a river<br>Agents of a river<br>River landforms<br>Storm hydrographs<br>Why do rivers flood?<br>Stopping floods<br>A floating future? | **Why is our coast always changing shape?**<br>Intro to coasts<br>Types of wave<br>Waves at work<br>Bays and headlands<br>From crack to stack<br>Shifting sands<br>Spits<br>Coastal defences<br>The Holbeck Hall mystery | **Focus question:**<br>Why does population change?<br>What happens to population<br>Factors affecting population<br>Demographic Transition Model<br>Population Density<br>World population<br>Population Structure<br>UK Population | **Where is everyone?**<br>Migration<br>Immigrants<br>Who should be allowed?<br>Land use in towns<br>Urbanisation<br>Megacities<br>Global spread of megacities<br>Slums | |